2015-16 ON MY WAY PRE-K GRANTS

THANK YOU FOR YOUR COMMITMENT TO THE CHILDREN OF INDIANA!

Thank you for your commitment to the On My Way Pre-K pilot and Indy PSP program for the 2015-16 school year!

This is a unique opportunity to demonstrate the need for high quality early education and build a system that supports school readiness and academics success for Indiana's children.

TODAY'S AGENDA

1. Reimbursement- how to ensure and timeliness of your payments

2. Provider Participation Requirements:
   - ↗ Attendance
   - ↗ Longitudinal Study participation
   - ↗ Family Engagement
   - ↗ ISTAR-KR/Foundations

3. Identify Training Needs

GRANT AMOUNTS
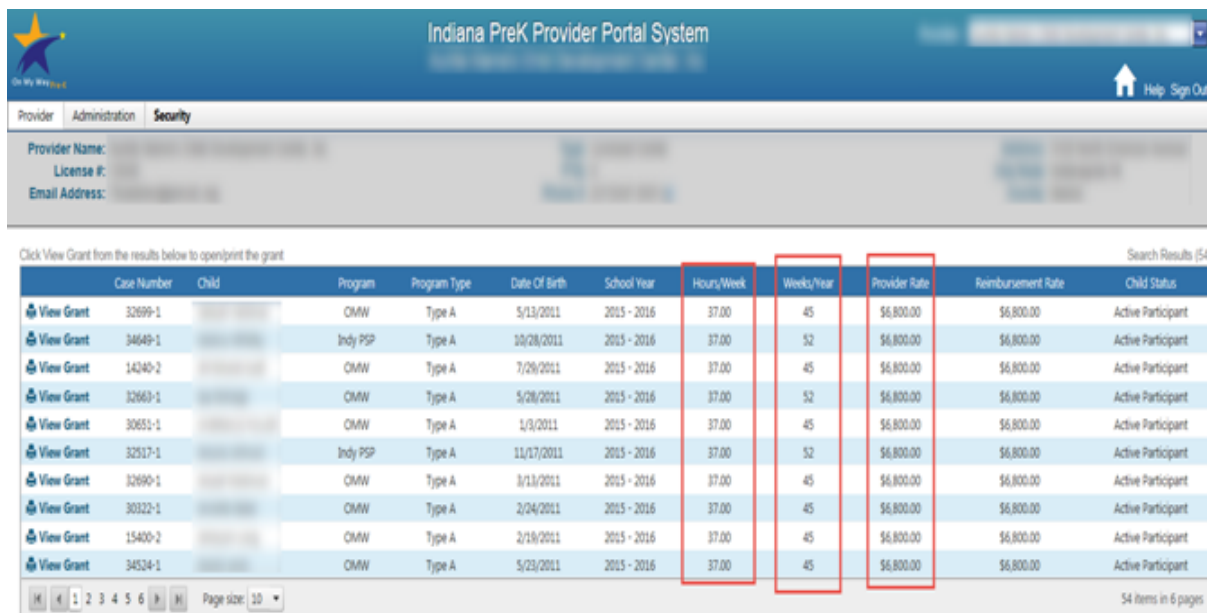
↗ IC 12:17.2-7.2 set a minimum amount of $2,500 and a maximum amount of $6,800 for each grant.

↗ A provider's <u>maximum</u> reimbursement rate is tiered based on the number of hours offered per program year.

Program Design	Minimum Hours/Year	Maximum Allowable Reimbursement Rate
Type A	1190	$6800
Type B	900	$5130
Type C	595	$3390
Type D	450	$2,565

↗ On My Way Pre-K providers will not be reimbursed for more than their cost of providing Pre-K services for the number of hours operated by the program and stated on the Provider Information Page.

PROVIDER PORTAL CHECK

https://prek.carefinderindiana.org/SystemSecurity/Account/Login.aspx

Please complete this process by this Friday, August 14, 2015

REIMBURSEMENT

↗ August claim forms will generated for each provider who has children enrolled for the 2015-16 pre-k year with a start date prior to September 1, 2015.

↗ The process for On My Way Pre-K grants and Indy PSP scholarships is different due to the agency making the payment.

↗ FSSA makes payments on On My Way Pre-K grants, the United Way of Central Indiana makes payments for the Indy PSP.

↗ When checking on reimbursement for individual children first determine the funding source so that your questions go to the right agency and can be resolved as quickly as possible. Contacting the incorrect agency may result in delays.

ON MY WAY PRE-K CLAIMS PROCEDURES

- ↗ You will receive a SECURE email to the email listed on the approved provider list at www.onmywayprek.org from your application

- ↗ Subject: **$ecure On My Way Pre-K Claim – Your program name –program # - date**

- ↗ After the first invoice you receive for a semester, you will only receive another invoice for the current semester if new children are enrolled and in attendance

SUBMITTING INVOICES TO FSSA FOR ON MY WAY PRE-K GRANTS

Attached to the email you will find an invoice and an Enrollment report and instructions on completing your claim.

1. **Print out the invoice**. Where it says "Program/Vendor," fill out the name of the authorized signer, sign and date it.

2. **Then submit the Claim** one of the following two ways:

    Mail to:

    FSSA Administrative Services

    PO Box 28

    Indianapolis, IN 46206-0028

    OR

    Scan a signed copy of the invoice and email the scanned version to: ClaimsInfo@fssa.in.gov

SAMPLE FSSA CLAIM

State of Indiana Pre-K Grant Claim
Service Period: 1/1/2015-1/23/2015

DATE	INVOICE NO
1/23/2015	PREK100006

Program/Vendor Information
Facility Number: 19999
Bob's Day Care
29 Main St.
Indianapolis, IN 46205

Vendor ID:
EIN: 359999999
Phone Number: (317) 555-5555
Email: bob@bobsdaycare.net

BILL TO
FSSA Administrative Services
PO Box 28
Indianapolis, IN 46206-0028
ClaimsInfo@fssa.in.gov

Child Name	Rate Type	Installment Semester	Semester Dates	Unit Cost	Quantity	Amount
Honey Boo Boo	Type A-1	2nd Semester	01/05/2015 - 05/01/2015	$3085.60	1	$3085.60
Junior Wagner	Type B-1	2nd Semester	01/19/2015 - 05/22/2015	$1949.40	1	$1949.40
					Total	$5035.00
					Payments/Credits	-
					Balance Due	$5035.00

Entity	Name (Printed)	Signature	Date
Program/Vendor			
OECOSL			
OECOSL			
FSSA Controller			

Provider Enrollment Summary
Bob's Day Care - 19999

Print Date:1/23/2015

Case #	Applicant Name	Child Name	First Semester Dates	Second Semester Dates	Summer Dates	Facility Name	Facility Number	Pre-K Status
10254-2	Mama Boo Boo	Honey Boo Boo	–	01/19/2015-05/22/2015	05/23/2015-07/31/2015	Bob's Day Care	19999	Active
10441-1	Randy Wagner	Junior Wagner	–	01/05/2015-05/01/2015	05/02/2015-07/31/2015	Bob's Day Care	19999	Active

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FSSA CLAIMS HELP FOR ON MY WAY PRE-K

For questions about submitting a claim:

317.253.4465   or   ClaimsInfo@fssa.in.gov

For questions about the claim itself:

317.234-8388   or   Megan.Rhea@fssa.in.gov

INDY PSP CLAIMS PROCEDURES

↗ You will receive your Indy PSP invoice through your regular email. This invoice does not contain PII so does not need to be sent through the portal.

↗ You will check the invoice for accuracy, sign and return it to the address on the claim:

United Way of Central Indiana

3901 N. Meridian

Indianapolis, IN 46208

SAMPLE INDY PSP CLAIM

Indianapolis Preschool Scholarship Claim

DATE	INVOICE NO
5/11/2015	PSP150082

Program/Vendor Information

Facility Number:
Goddard School, The
10925 Cork Place,
Indianapolis. IN 46236
Phone Number:
Email:

BILL TO

United Way of Central Indiana
3901 N. Meridian Street
Indianapolis, IN 46208

Case Number	Child Name	Rate Type	Installment Semester	Semester Dates	Quantity	Amount
10057-1	Jennifer	Type A-1	Summer	06/01/2015 - 08/07/2015	1	$1012.32
10277-1	Jazmin	Type A-1	Summer	06/01/2015 - 08/07/2015	1	$1012.32
10610-1	Cole	Type A-1	Summer	06/01/2015 - 08/28/2015	1	$1012.32
10808-1	Brenden	Type A-1	Summer	06/01/2015 - 07/31/2015	1	$1012.32
10813-1	Anastasia	Type A-1	Summer	06/01/2015 - 07/31/2015	1	$1012.32
10837-1	Aliyah	Type A-1	Summer	06/01/2015 - 07/31/2015	1	$1012.32

Total	$6073.92
Payments/Credits	-
Balance Due	$6073.92

Entity	Name (Printed)	Signature	Date
Program/Vendor			
UWCI			

Please contact United Way of Central Indiana at IndyPSPInfo@uwci.org or 317-921-1335 with any questions about this invoice.

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INDY PSP CLAIMS HELP

If you need assistance or have questions about your Indy PSP invoice contact:

United Way of Central Indiana

IndyPSPInfo@uwci.org

317-921-1335

PAYMENT

↗ Payment will be received via direct deposit from both FSSA and UWCI

↗ Payment will take a varying amount of time. Payment from the state will take at least 35 days from the date of receipt of a correct invoice.

↗ Please use the portal to confirm the accuracy of the information this week. Any changes needed after this week will delay the August claim.

ATTENDANCE

Information that needs to be captured:

- ↗ Time IN (including before care) - 15 min increments
- ↗ Time OUT (including after care) - 15 min increments
- ↗ Child absence(s)
- ↗ Facility closures/holidays
- ↗ Child start date
- ↗ Child end date, if applicable
- ↗ *Child non-service days need to be distinguishable from missing entries

ATTENDANCE /LONGITUDINAL STUDY

- Accurate attendance data will be needed for many aspects of the longitudinal study and to demonstrate compliance with the attendance requirements

- Production should be completed in October 2015 to add the tracking of attendance to the provider portal!! Then you will be able to track attendance by classroom

- You will be required to enter in your attendance data from the start of your program, keeping accurate written records is critical until the software is available.

EXCEL EXAMPLES…

	Program:					
	Child Name	27-Jul	28-Jul	29-Jul	30-Jul	31-Jul
1						
2						

				27-Jul	28-Jul	29-Jul	30-Jul	31-Jul	3-Aug	3-Aug	5-Aug	6-Aug	7-Aug
Child First Name:			IN:										
Case Number:			OUT:										
			Facility Closed:										
			Child Absent:										
			Child Non-Service Day:										
			No Longer Enrolled:										

ATTENDANCE = FAMILY ENGAGEMENT NOT EXPULSION

- 85% attendance requirement – why?

- What should you do?
  - Track it
  - Be proactive
  - Be positive
  - Individualize

- Why we care?

STEPS TO GOOD ATTENDANCE

Outreach

Community Referrals

Incentives

Problem-solving

School is welcoming

Families receive information about importance

www.attendanceworks.org

LONGITUDINAL STUDY

↗ Purdue University/ Jim Eliker has been awarded the contract for this work. They will be working closely with you throughout the year

↗ Studying students who participate in the pilot program to determine the school readiness and measures of achievement those students in kindergarten and later grades

↗ Includes a comparison of grade 3 assessment results of On My Way Pre-K students and a control group who did not participate in the pilot

↗ Also includes parent engagement evaluations for staff and parents

LONGITUDINAL STUDY PARTICIPATION

Dates	Data to be Collected	What will Providers do?
June-August, 2015	Interviews with Providers and Parents about the successes and challenges of early implementation of OMW Pre-K.	All providers who participated in the first wave of OMW Pre-K in the spring will be asked to complete a short online survey.
August-September, 2015	Children and Providers will be randomly selected for the OMW Evaluation.	Selected Providers will be contacted by Purdue and asked to schedule program visits.
October, 2015	Purdue completes fall child assessments at the OMW sites. Each participating child will receive a developmental assessment by Purdue research assistant for about 30 minutes.	Schedule visits with Purdue, complete child checklists, and assist with parent communications about the evaluation visits. Receive a $20 stipend.
November, 2015-February, 2016	Purdue completes CLASS quality observations in all participating classrooms.	Make selected classrooms or home available for 2 hours observation in the morning. Receive a $20 stipend.
April-June, 2016	Purdue completes spring child assessments at the OMW sites. Each participating child will receive a developmental assessment by Purdue research assistant for about 30 minutes.	Schedule visits with Purdue, complete child checklists, and assist with parent communications about the evaluation visits. Receive a $20 stipend.

FAMILY ENGAGEMENT

A shift in thinking...
from involvement to engagement

We are joining a family system rather than asking families to join our system.

INVOLVEMENT VS. ENGAGEMENT

Parent Involvement

- Implies "doing to"

- Provider-directed; family expected to participate

- Provider serves clients

- Can work with some families

Family Engagement

- Implies "doing with"

- Family equal partner; Provider listens to hopes and dreams

- Provider gains partners

- Focuses on building relationships and empowering the family; more inclusive of <u>all</u> families

FAMILY ENGAGEMENT TOOLKIT WEBINAR

August/September 2015

Mon	Tue	Wed	Thu	Fri
August 24	*25* **Webinar – 1:30-2:30pm EST**	*26*	*27* **Webinar – 7:00pm-8:00pm EST**	*28*
31	*September 1*	*2*	*3* **Webinar – 1:30-2:30pm EST**	*4*
7	*8*	*9*	*10*	*11*
14	*15*	*16* **Webinar – 7:00pm-8:00pm EST**	*17*	*18*

Mark Your Calendar!

WEBINAR LOG IN INFO:

Go to: www.iaccrr.org/registration

↗ Enter Code FE2015

↗ Either register for Training Central or Log into Training Central if you have taken other trainings

↗ Once logged in, click Webinars and these 4 times will be at the top

↗ Only need to register for ONE session – all the same

↗ Webinars are free

ISTAR-KR

ISTAR-KR (Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness) is to measure skills in children from infancy to kindergarten.

It is imperative that information given to DOE on student rosters is correct – back of the que if mistakes are found

Please check spellings – do not use nicknames

If you receive an email for corrections, answer immediately

ISTAR-KR SCHEDULE

↗ On My Way Pre-K programs will complete an assessment a minimum of 2 times – entrance and exit of the program.

↗ Best practice would encourage additional assessments.

↗ Please note…End of year ISTAR-KR assessments must be entered into the computer by June 30, 2016 as students will be removed from your e-learning connection.

INDIANA'S EARLY LEARNING DEVELOPMENT FRAMEWORK

THE FOUNDATIONS: REVISION PROCESS

- Alignment to the 2014 Indiana Academic Standards

- Recognition of the early learning continuum, birth to Kindergarten

- Identification of core foundations in each of the eight content areas

- Alignment to the ISTAR-KR assessment tool

- Addition of Approaches to Play and Learning Foundations

- Addition of Health Foundations

- Addition of English Language Development Standards

- Easy to use format

Mathematics Foundations

Mathematics Foundation 1: Numeracy
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

Mathematics Foundation 2: Computation and Algebraic Thinking
Early learners develop foundational skills in learning and understanding mathematic structure and patterning.

Mathematics Foundation 3: Data Analysis
Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.

Mathematics Foundation 4: Geometry
Early learners develop foundational skills in learning and understanding spatial relationships and shape analysis.

Mathematics Foundation 5: Measurement
Early learners develop foundational skills in learning and understanding concepts of time and measurement comparisons.

Guide to Using the Foundations

Each foundation has been broken down into topics. Each topic has particular concepts or skills that serve as indicators of a child's developmental progress through the age ranges. While the indicators articulate expectations for early learning, they are not exhaustive and do not prescribe a singular pathway of helping students arrive at developmental milestones.

To assist with the navigation of this document, a model of the format is outlined below.

Foundation: The essential concepts and skills early learners should know or demonstrate in a particular developmental area.

TOPIC: A subcategory of essential concepts and skills early learners should know and/or demonstrate under a particular foundation.	
Age Range: Infant, Younger Toddler, Older Toddler, Younger Preschool, Older Preschool While age ranges have been identified for organizational purposes, it is essential to remember every child develops at his/her own pace and may obtain a goal outside of the recommended time frame.	**Kindergarten Standard**
Indicators: Competencies that indicate a child is progressing toward Kindergarten readiness. These indicators were derived from work groups across Indiana based on current research and their knowledge of development that is appropriate for each age group. The indicators are not an exhaustive list, but rather a guide to demonstrate the progression of essential competencies. Children will exhibit various skills that indicate their acquisition of a particular competency.	Indiana Academic Standard for Kindergarten: Outlines what a child should know **at the end** of Kindergarten.

14 | The Foundations
Indiana's Early Learning Development Framework
2015

1000s of Foundations were streamlined into 34 core Foundations.

MORE INFORMATION ON THE FOUNDATIONS

http://www.doe.in.gov/standards/indiana-early-learning-foundations

↗ Added soon resources for:
  • Educators
  • Parents
  • Community members

↗ ISTAR-KR/Foundations questions:
Erin Kissling, Early Learning Specialist
Indiana Department of Education
317.234.6523
ekissling@doe.in.gov

The Foundations: Classroom Planning Matrix

Appendix B - *EXAMPLE*

Indiana's Early Learning Foundations Classroom Planning Matrix
Multi-Age Classroom

Foundation(s):ELA 2: Early Reading

Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.

ELA 3: Early Writing

Early learners develop foundational skills in mechanics of writing and ability to tell a story and write for a variety of purposes.

M3: Data Analysis

Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.

Topic(s)	
ELA2.1 Demonstrates an awareness of the alphabet ELA3.1 Demonstrates mechanics of writing M3.1: Demonstrates understanding of classifying	
Age Range: Older Toddler	**Age Range: Younger Preschool**
Indicators ELA2: Can recognize the first letter of his/her name	ELA2: Can recognize the first letter in his/her name and at least one additional letter in his/her name
ELA3: Attempts to form the first letter of his/her name	ELA3: Writes the first letter of his/her name
M3: Identify similarities and differences	M3: Sort objects into like categories (matching letters)

Activities
Building block name towers: use tape to make letters on wooden blocks in block center, have pictures in center of each child's name tower.
Font collage: sort letters from font basket to find 1st letter of name and glue letters onto large letter shape
Writing Center Prompt: Add name cards and wax pencils for name writing practice
Letter matching: create large letters with painters tape around the room, children locate letters and match a letter card to tape letter
Read: *ABC Book,* Dr. Suess, – help children identify first letters of their name throughout the reading

Resources and Materials
Gather: tape, letters from magazines or printed fonts, wax pencils, ABC Book

Create: picture of each child's name, laminated name cards, large tape letters

Key Vocabulary	Supporting Language
Letters, Name	Sorting and matching

- ## The Foundations are not a curriculum

- ## Purposeful planning that leads to outcomes

TRAINING NEEDS

↗ Upcoming Family Engagement webinars Aug/Sept.

↗ Upcoming Attendance webinar this fall

↗ More information to come on Longitudinal Study structure

↗ Additional training needs? Please email requests to beth.barrett@fssa.in.gov

WHAT ADDITIONAL QUESTIONS DO YOU HAVE??

CONTACTS:

On My Way Pre-K

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**Indy Preschool Scholarship
  Program**

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